lishing and supporting schools of the newer sort. Private aid was especially marked in secondary and higher education.

The quality of the new education often left much to be desired. Many teachers were badly prepared and owed their positions to family or political influence. In numbers of instances the physical equipment of the schools was inadequate. Students were restive under discipline, whether moral or intellectual, often insisted upon a deciding voice in the management of the institution, and at times demanded that all be given credit for the work of a course, regardless of their competence. The faculty, for fear of losing their positions, usually yielded. Fortunately there were exceptions. Some schools consistently maintained high standards.

Many Chinese sought the new learning either in Japan or in its sources in the West. After 1900 their numbers swelled to one of the greatest student migrations in history. Most ambitious youths were dissatisfied until they had studied abroad. For some years they flocked to Japan by the thousands. A large proportion of the prominent military men were trained there. From time to time the stream to that country dwindled somewhat, *partly* because of the recurrent strong feeling against Japan after 1915. America was the host to other thousands, hundreds of whom were financed by the remitted portions of the Boxer indemnity due the United States. This fund, moreover, was drawn upon to establish just outside of Peiping a higher school, Tsing Hua, largely after American models. For years the United States had more Chinese students than did any European country. English was by far the most widely used of the European languages and was much sought after. This was probably both a cause and a

result of the America-ward movement. Then, after the World War of 1914-1918, France made a strong bid for Chinese students, offering them many inducements, and for a time the number there exceeded that in America. In 1930, of the 1,484 applying to the Ministry of Education for passports to study abroad, 55.6 per cent, were expecting to go to Japan, 18 per cent, to the United States, and 11.6 per cent, to France. Hundreds were to be found in other European countries, notably Great Britain and Germany, and, for a short time before the anti-Communist reaction of 1927, in Russia.

The "returned students" played a notable part in the new